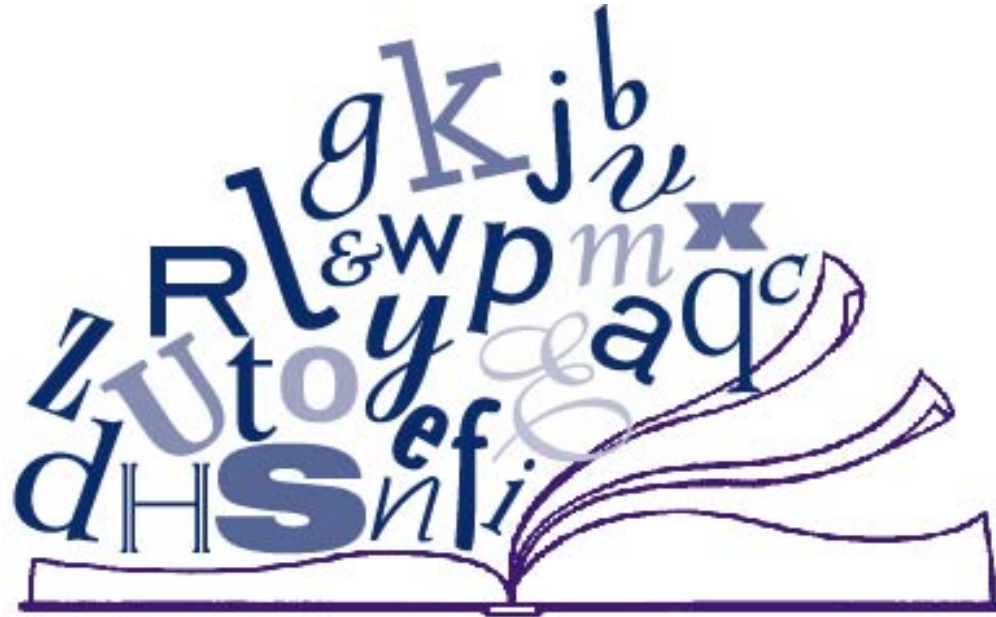


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK



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Board of Education
Richmond, Virginia
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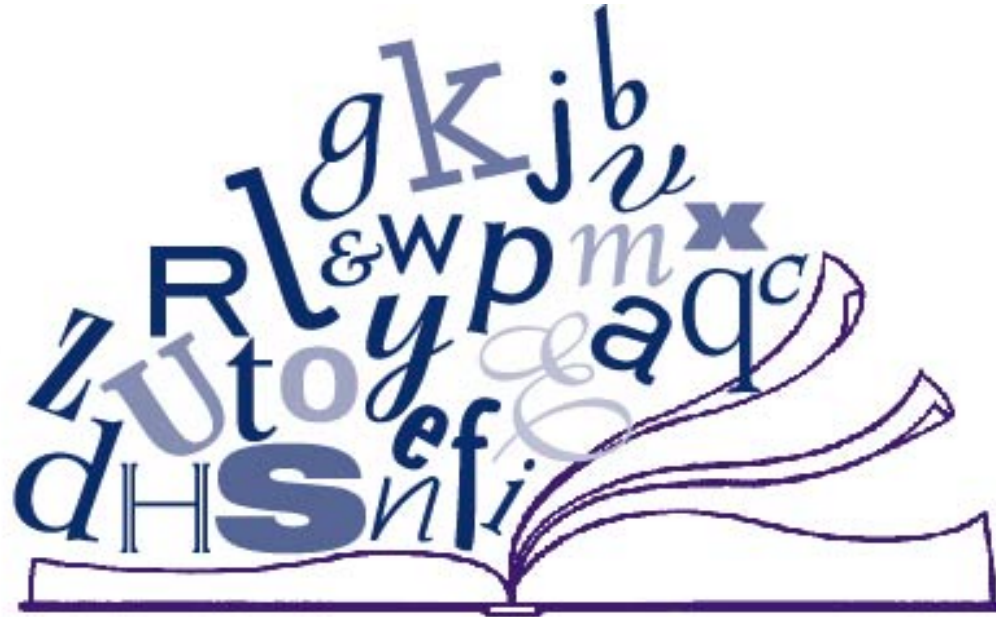
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ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Nine



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At the ninth-grade level, students will develop interpersonal communication skills as well as those skills required for more formal public speaking opportunities. They will present and critique dramatic readings of literary selections and will continue to develop proficiency in making planned oral presentations. Students will apply grammatical conventions in writing and speaking.

- 9.1 The student will plan, present, and critique dramatic readings of literary selections.**
- a) Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.**
 - b) Adapt presentation techniques to fit literary form.**
 - c) Use verbal and nonverbal techniques for presentation.**
 - d) Evaluate impact of presentation.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students should select, plan, make, and critique dramatic readings of literary selections. Students may develop characters by using appropriate dialects. Students may use costumes and props to enhance dramatic scenes. 	<p>All students should</p> <ul style="list-style-type: none"> understand that verbal techniques include but are not limited to appropriate tone, diction, articulation, clarity, type and rate of delivery, and the use of pauses for emphasis understand that nonverbal techniques include but are not limited to eye contact, facial expressions, gestures, and stance. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> choose and participate in dialogue scenes from plays, dramatic readings from short stories and/or novels, and interpreted performances of poetry adapt presentation techniques to fit a literary form use verbal and nonverbal techniques analyze and critique the effectiveness of a speaker's or group's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance of information, and delivery analyze and critique the relationship among purpose, audience, and content of presentations evaluate the impact of presentations evaluate the effectiveness of verbal and nonverbal techniques.

- 9.2 The student will make planned oral presentations.**
- Include definitions to increase clarity.**
 - Use relevant details to support main ideas.**
 - Illustrate main ideas through anecdotes and examples.**
 - Cite information sources.**
 - Make impromptu responses to questions about presentation.**
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will make planned oral presentations that are three to five minutes in duration. 	<p>All students should</p> <ul style="list-style-type: none"> define technical and specialized language to help the audience understand the content of their oral presentations cite information sources respond clearly and informatively with poise to the audience's questions about their oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> include definitions to increase clarity of their oral presentations include details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations use examples from their knowledge and experience to support the main ideas of their oral presentations give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations respond to questions about their oral presentations use grammar and vocabulary appropriate for situation, audience, topic, and purpose.

At the ninth-grade level, students will apply knowledge of literary terms and forms to their reading and writing and to analyses of literature and other printed materials. They will be introduced to literary works from a variety of cultures and eras. Students will continue to develop their reading comprehension skills through utilizing strategies to identify formats, text structures, and main ideas. They will apply these skills across the content areas, including history and social science, science, and mathematics.

9.3

The student will read and analyze a variety of literature.

- a) Identify format, text structure, and main idea.
- b) Identify the characteristics that distinguish literary forms.
- c) Use literary terms in describing and analyzing selections.
- d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- e) Explain the relationship between the author's style and literary effect.
- f) Describe the use of images and sounds to elicit the reader's emotions.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Strategies for reading should be used to develop reading comprehension skills. Students will apply a process for reading as they analyze a variety of literature. They will study classical and contemporary selections that represent literary forms. Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and nonfiction. 	<p>All students should</p> <ul style="list-style-type: none"> understand the relationships between and among the elements of literature and the ways these elements work together to create effective literary selections understand the relationship between an author's style and literary effect understand an author's use of figurative language to create images, sounds, and effects understand an author's use of structuring techniques to present literary content understand the techniques an author uses to convey information about a character <p>CONTINUED</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify the differing characteristics that distinguish the literary forms of <ul style="list-style-type: none"> narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, biography, autobiography, novel poetry – epic, ballad, sonnet, lyric, elegy, ode drama – comedy, tragedy essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech explain the relationships between and among the elements of literature, such as <ul style="list-style-type: none"> protagonist and other characters plot setting tone point of view – first person, third person limited, third person omniscient theme speaker narrator <p>CONTINUED</p>

9.3

The student will read and analyze a variety of literature.

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- f) Describe the use of images and sounds to elicit the reader's emotions.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	<p>All students should</p> <ul style="list-style-type: none"> • understand character types • understand a character's development throughout a text • understand how authors are often influenced either consciously or unconsciously by the ideas and values of the times in which they live. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify types of figurative language, including images and sounds, such as <ul style="list-style-type: none"> ◦ simile ◦ metaphor ◦ personification ◦ analogy ◦ symbolism ◦ apostrophe ◦ allusion ◦ imagery ◦ paradox ◦ oxymoron <p>CONTINUED</p>

9.3

The student will read and analyze a variety of literature.

- a) Identify format, text structure, and main idea.
- b) Identify the characteristics that distinguish literary forms.
- c) Use literary terms in describing and analyzing selections.
- d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- e) Explain the relationship between the author's style and literary effect.
- f) Describe the use of images and sounds to elicit the reader's emotions.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and analyze an author's presentation of literary content by the use of structuring techniques, such as <ul style="list-style-type: none"> ◦ dialogue ◦ foreshadowing ◦ flashback ◦ soliloquy ◦ verse ◦ stanza forms <ul style="list-style-type: none"> - couplet - quatrain - sestet - octet (octave) <p>CONTINUED</p>

9.3

The student will read and analyze a variety of literature.

- a) Identify format, text structure, and main idea.
- b) Identify the characteristics that distinguish literary forms.
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and analyze an author's use of diction (word choice) to convey ideas and content, including <ul style="list-style-type: none"> ◦ rhetorical question ◦ cliché ◦ connotation ◦ denotation ◦ hyperbole ◦ understatement ◦ irony <ul style="list-style-type: none"> - dramatic - situational - verbal ◦ dialect ◦ pun • analyze the techniques used by an author to convey information about a character, such as <ul style="list-style-type: none"> ◦ direct exposition – what is said about the character ◦ character's actions – what the character does ◦ character's thoughts – what the character thinks <p>CONTINUED</p>

9.3

The student will read and analyze a variety of literature.

- a) Identify format, text structure, and main idea.
- b) Identify the characteristics that distinguish literary forms.
- c) Use literary terms in describing and analyzing selections.
- d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- e) Explain the relationship between the author's style and literary effect.
- f) Describe the use of images and sounds to elicit the reader's emotions.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• analyze character types, including<ul style="list-style-type: none">◦ dynamic/round character◦ static/flat character◦ stereotype◦ caricature.

- 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.**
- Identify a position/argument to be confirmed, disproved, or modified.**
 - Evaluate clarity and accuracy of information.**
 - Synthesize information from sources and apply it in written and oral presentations.**
 - Identify questions not answered by a selected text.**
 - Extend general and specialized vocabulary through speaking, reading, and writing.**
 - Read and follow instructions to complete an assigned project or task.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> This standard encourages the implementation and use of activities that support a process for reading. Students will understand before-, during-, and after-reading strategies. Students will read and analyze a variety of nonfiction, i.e., informational/factual prose materials. 	<p>All students should</p> <ul style="list-style-type: none"> employ activities that support the reading process understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use before-, during-, and after-reading strategies identify a position/argument in an informational text evaluate the clarity and accuracy of information found in informational texts, such as <ul style="list-style-type: none"> manuals textbooks business letters newspapers brochures reports catalogs journals essays speeches biographies autobiographies apply information gained from sources to complete an assigned task increase general and specialized vocabulary identify information not answered by a selected text.

- 9.5 The student will read dramatic selections.**
- a) Identify the two basic parts of drama: staging and scripting.**
 - b) Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.**
 - c) Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will read one-act and full-length plays. Students will analyze various dramatic works. Students will understand how stage directions enhance the impact of dramatic works in reading and in performance. 	<p>All students should</p> <ul style="list-style-type: none"> understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration and dialogue, which are used in short stories and novels to create these elements. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify the components of staging: <ul style="list-style-type: none"> lighting design and cues costume design set design set decoration: props stage movement (blocking) voice: tone, pitch, inflection, emotion facial expressions make-up curtain cues music/sound effects identify the components of scripting: <ul style="list-style-type: none"> dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution) monologue soliloquy dialogue aside dialect compare and contrast the elements of character, setting, and plot in or among one-act plays and full-length plays describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

At the ninth-grade level, students will write narrative, literary, expository, and informational forms with an emphasis on analysis. As in every grade, daily writing experiences are essential for all ninth-grade students, and they will demonstrate their understanding through written products. They will develop as writers by participating in a process for writing, including prewriting, organizing, composing, revising, editing, and publishing. Students will edit writings for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.

- a) Generate, gather, and organize ideas for writing.**
- b) Plan and organize writing to address a specific audience and purpose.**
- c) Communicate clearly the purpose of the writing.**
- d) Write clear, varied sentences.**
- e) Use specific vocabulary and information.**
- f) Arrange paragraphs into a logical progression.**
- g) Revise writing for clarity.**
- h) Proofread and prepare final product for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will plan, compose, revise, and edit writing in a variety of forms and for a variety of audiences and purposes. Writing will encompass narrative, expository, and informational forms. Students develop as writers by participating in a process for writing — prewriting, organizing, composing, revising, editing, and publishing. 	<p>All students should</p> <ul style="list-style-type: none"> understand a writing process understand the importance of audience and purpose when writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> plan and develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics use prewriting strategies and organize their writing communicate the purpose of their writing write clear, varied sentences use specific vocabulary and information arrange paragraphs into a logical progression revise their writing for clarity proofread materials for intended audience and purpose.

- 9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective.**
 - Use parallel structures across sentences and paragraphs.**
 - Use appositives, main clauses, and subordinate clauses.**
 - Use commas and semicolons to distinguish and divide main and subordinate clauses.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will focus on editing and the application of grammatical conventions in writing. 	<p>All students should</p> <ul style="list-style-type: none"> know the rules for the parts of a sentence understand that parallel structure means using the same grammatical form to express equal or parallel ideas understand that a main clause is an independent clause that expresses a complete thought and can stand alone as a sentence understand that a subordinate clause is a dependent clause and does not express a complete thought understand rules for commas and semicolons when dividing main and subordinate clauses. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply rules for sentence development, including <ul style="list-style-type: none"> subject/verb direct object indirect object predicate nominative predicate adjective use parallel structure when <ul style="list-style-type: none"> linking coordinate ideas comparing or contrasting ideas linking ideas with correlative conjunctions: <ul style="list-style-type: none"> <i>both...and</i> <i>either...or</i> <i>neither...nor</i> <i>not only...but also</i> distinguish and divide main and subordinate clauses, using commas and semicolons.

At the ninth-grade level, students will develop skills in using print, electronic databases, and online resources to access information. Students will also use a standard style method to credit sources of ideas used in research writing. Students will demonstrate clear understanding of grammatical conventions through the application of rules for correct use of language, spelling, and mechanics.

- 9.8 The student will credit the sources of both quoted and paraphrased ideas.**
- Define the meaning and consequences of plagiarism.**
 - Distinguish one's own ideas from information created or discovered by others.**
 - Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.**

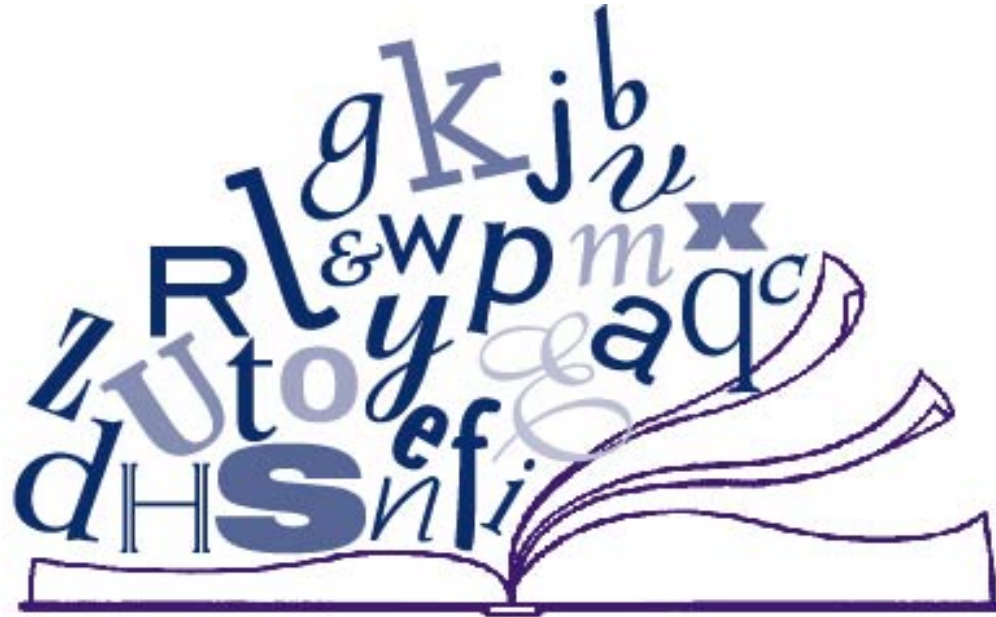
UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will differentiate their original thoughts and ideas from the thoughts and ideas of others. Students will distinguish common knowledge from information that is unique to a source or author. Students will use a standard style method, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to cite sources. 	<p>All students should</p> <ul style="list-style-type: none"> understand the definition of plagiarism understand the consequences of plagiarism understand the format for citing sources of information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> avoid plagiarism by <ul style="list-style-type: none"> defining <i>plagiarism</i> as the act of presenting someone else's ideas as one's own recognizing that one must correctly cite sources to give credit to the author of an original work recognizing that sources of information must be cited even when the information has been paraphrased using quotation marks when someone else's exact words are quoted distinguish one's own ideas from information created or discovered by others use a style sheet, such as MLA or APA, to cite sources.

- 9.9 The student will use print, electronic databases, and online resources to access information.**
- Identify key terms specific to research tools and processes.**
 - Narrow the focus of a search.**
 - Scan and select resources.**
 - Distinguish between reliable and questionable Internet sources and apply responsible use of technology.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will recognize that Internet resources and electronic databases complement books and the traditional library as key avenues for accessing, organizing, and presenting information. Students will acquire skills in evaluating resources, both print and electronic. Students will become adept at embedding information accessed electronically in a research document. 	<p>All students should</p> <ul style="list-style-type: none"> understand how to use electronic databases and online resources to conduct research understand the rules for responsible use of technology. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and use key terms, such as <ul style="list-style-type: none"> electronic database search engine electronic mail World Wide Web Web browser online services hotlinks narrow the focus of a search identify useful search terms combine search terms effectively to narrow a search scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research evaluate resources, both print and electronic, differentiating between Internet sources that are questionable and those that are reliable apply the rules for responsible use of technology.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Ten



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At the tenth-grade level, students will become skilled communicators in small-group learning activities. They will assume and evaluate individual roles in presenting oral reports. They will also examine and critique the overall effectiveness of the group process. They will use grammatically correct language that is appropriate to the topic, audience, and purpose.

- 10.1 The student will participate in and report on small-group learning activities.**
- a) Assume responsibility for specific group tasks.**
 - b) Participate in the preparation of an outline or summary of the group activity.**
 - c) Include all group members in oral presentation.**
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none">Individual students will actively contribute to group activities and participate in small-group oral presentations.	<p>All students should</p> <ul style="list-style-type: none">assume responsibility for specific tasksmake an effort to include all group members in the discussions and presentations.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">participate in the preparation of an outline or summary of the group activity, including the preparation of their individual roles in the group presentationassume responsibility for and participate in small-group learning activities by contributing ideas and respectfully listening to and considering the views of the other group membersuse grammatically correct language.

- 10.2 The student will critique oral reports of small-group learning activities.**
- a) Evaluate one's own role in preparation and delivery of oral reports.**
 - b) Evaluate effectiveness of group process in preparation and delivery of oral reports.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none">Students will evaluate their strengths and weaknesses when participating in small-group oral presentations.Students will examine their preparation, interaction, and performances as group members. In addition, students will evaluate the overall effectiveness of their group's preparation and presentation.	<p>All students should</p> <ul style="list-style-type: none">periodically reflect on their own role during the process and at the conclusion of the activity.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">define a specific role as a group memberaccess and organize information as part of a group projectevaluate their own roles in the preparation and delivery of oral reportsevaluate the effectiveness of the group process in preparation and delivery of oral reportscritique and offer suggestions for improving their own group's presentations and their classmates' group presentations.

At the tenth-grade level, students will read, comprehend, critique, and analyze a variety of literary works. They will interpret a variety of informational materials, such as labels, manuals, warranties, directions, applications, technical descriptions, contracts, and forms to complete specific tasks. They will apply critical reading skills across the content areas, including history and social science, science, and mathematics.

- 10.3 The student will read, comprehend, and critique literary works.**
- Identify text organization and structure.**
 - Identify main and supporting ideas.**
 - Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
 - Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
 - Identify universal themes prevalent in the literature of different cultures.**
 - Examine a literary selection from several critical perspectives.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will know the ways that literature is defined by a variety of literary works, themes, and universal themes. They will read a wide range of literary genres from different cultures and time periods in order to gain an appreciation of various cultural histories and recognize similarities in images and themes that connect all peoples. 	<p>All students should</p> <ul style="list-style-type: none"> construct meaning from text by making connections between what they already know and the new information they read understand how literary works are constructed by identifying text organization and structure. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify the text-organization pattern and text structure of literary works make predictions, draw inferences, and connect prior knowledge to support reading comprehension read and understand a variety of literary works from different cultures, including <ul style="list-style-type: none"> short stories poems plays novels essays explain similarities and differences among literary genres from different cultures, such as <ul style="list-style-type: none"> haikus sonnets fables myths <p>CONTINUED</p>

- 10.3** The student will read, comprehend, and critique literary works.
- Identify text organization and structure.**
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 - Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
 - Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
 - Identify universal themes prevalent in the literature of different cultures.**
 - Examine a literary selection from several critical perspectives.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify recurring cultural themes, such as <ul style="list-style-type: none"> ◦ struggle with nature ◦ survival of the fittest ◦ coming of age ◦ power of love ◦ loss of innocence ◦ struggle with self ◦ disillusionment with life ◦ the effects of scientific progress ◦ power of nature ◦ alienation and isolation ◦ honoring the historical past ◦ good overcoming evil ◦ tolerance of the atypical <p>CONTINUED</p>

- 10.3** The student will read, comprehend, and critique literary works.
- a)** Identify text organization and structure.
 - b)** Identify main and supporting ideas.
 - c)** Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - d)** Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
 - e)** Identify universal themes prevalent in the literature of different cultures.
 - f)** Examine a literary selection from several critical perspectives.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• describe common cultural archetypes that pervade literature, such as the<ul style="list-style-type: none">◦ hero/heroine◦ trickster◦ faithful companion◦ outsider/outcast◦ rugged individualist◦ shrew◦ innocent◦ villain◦ caretaker◦ Earth mother◦ rebel◦ misfit• examine a literary selection from several different critical perspectives.

- 10.4 The student will read and interpret informational materials.**
- Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.**
 - Skim manuals or informational sources to locate information.**
 - Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will understand that reading informational texts is fundamental to being a literate person in today's society. Students need to be skilled readers of informational texts and technical manuals and have the ability to apply different reading strategies when engaging with a variety of such materials. 	<p>All students should</p> <ul style="list-style-type: none"> recognize that background knowledge may be necessary to understand handbooks and manuals read carefully the information in labels, warnings, directions, applications, and forms know that informational and technical writing is often non-linear, fragmented, and graphic-supported understand reading strategies and in particular, how they are used to locate specific information in print materials. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand the different formats and purposes of informational and technical texts locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting identify how format and style in consumer materials are different from those in narrative and expository text compare and contrast product information contained in advertisements with that found in instruction manuals and warranties demonstrate an understanding of information read by successfully completing simulated or actual tasks.

- 10.5 The student will read and analyze a variety of poetry.**
- a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.**
 - b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.**
 - c) Interpret and paraphrase the meaning of selected poems.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will read and analyze poetry, focusing on rhyme, rhythm, and sound. Students will compare and contrast poetic elements that poets use to evoke an emotional response. Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems. 	<p>All students should</p> <ul style="list-style-type: none"> understand rhyme, rhythm, and sound elements understand techniques poets use to evoke emotion in the reader demonstrate understanding of selected poems. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> compare and contrast rhyme, rhythm, and sound elements in order to aid in understanding a poem's message, including <ul style="list-style-type: none"> rhyme <ul style="list-style-type: none"> approximate (slant) end internal alliteration assonance consonance onomatopoeia blank verse iambic pentameter free verse repetition refrain stanza forms <ul style="list-style-type: none"> couplet quatrain sestet octet (octave) <p>CONTINUED</p>

- 10.5** The student will read and analyze a variety of poetry.
- a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.**
 - b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.**
 - c) Interpret and paraphrase the meaning of selected poems.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• compare and contrast the ways in which poets use techniques to evoke emotion in the reader, including such techniques as<ul style="list-style-type: none">◦ rhyme◦ rhythm◦ meter◦ figurative language<ul style="list-style-type: none">- metaphor- simile◦ diction◦ tone• interpret and paraphrase the meanings of selected poems.

10.6 The student will read and critique dramatic selections.

- a) Explain the use of asides, soliloquies, and monologues in the development of a single character.**
- b) Compare and contrast character development in a play to characterization in other literary forms.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will explain ways that characterization in drama differs from that in other literary forms. Students will identify and explain specific dramatic techniques used by playwrights. 	<p>All students should</p> <ul style="list-style-type: none"> understand that characterization involves literary techniques used to create a character know that asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the play understand dramatic conventions. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> analyze the use of dialogue, special effects, music, and set to interpret characters compare and contrast character development in a play as compared to that in other literary forms, such as a short story or novel identify and describe dramatic conventions, such as <ul style="list-style-type: none"> aside monologue, including soliloquy irony <ul style="list-style-type: none"> dramatic verbal situational.

At the tenth-grade level, students will develop their expository writing skills by analyzing and critiquing peer and professional writing. They will learn effective techniques of organization and development by analyzing, revising, and evaluating various written forms and ideas. They will demonstrate understanding by applying a writing process in developing written products. They will edit writing for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.

10.7 The student will develop a variety of writing, with an emphasis on exposition.

- a) Generate, gather, plan, and organize ideas for writing.**
- b) Elaborate ideas clearly through word choice and vivid description.**
- c) Write clear, varied sentences.**
- d) Organize ideas into a logical sequence.**
- e) Revise writing for clarity of content and presentation.**
- f) Proofread and prepare final product for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will know how to move through the stages of a writing process, from planning to drafting, revising, editing, and proofreading, in order to produce expository writing. Students will understand that expository writing is prose that explains ideas through the use of a clear general statement of the writer's point (thesis) and through the development of ideas, using specific evidence and illustrations for support. Students will collect, organize, and evaluate materials to write a documented paper. 	<p>All students should</p> <ul style="list-style-type: none"> understand a writing process understand expository texts and develop products that reflect that understanding understand effective organizational patterns. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> write expository texts that <ul style="list-style-type: none"> explain a process compare and contrast ideas show cause and effect enumerate details define ideas and concepts develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics plan and organize their ideas for writing elaborate ideas clearly through word choice and vivid description vary sentence structures for effect use visual and sensory language <p>CONTINUED</p>

10.7 The student will develop a variety of writing, with an emphasis on exposition.

- a) Generate, gather, plan, and organize ideas for writing.**
- b) Elaborate ideas clearly through word choice and vivid description.**
- c) Write clear, varied sentences.**
- d) Organize ideas into a logical sequence.**
- e) Revise writing for clarity of content and presentation.**
- f) Proofread and prepare final product for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as <ul style="list-style-type: none"> ◦ comparison/contrast ◦ chronological order ◦ spatial layout ◦ cause-and-effect ◦ definition ◦ order of importance ◦ explanation ◦ enumeration ◦ problem/solution • use peer and self-evaluation to review and revise writing • revise writing for clarity of content and presentation • proofread and prepare final product for intended audience and purpose.

- 10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.**
 - b) Apply rules governing use of the colon.**
 - c) Distinguish between active and passive voice.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will continue to build knowledge of grammar through the application of rules for parts of a sentence and text. Students will use a style manual, such as MLA or APA, to punctuate and format sentences and text. 	<p>All students should</p> <ul style="list-style-type: none"> use a style manual to apply rules for punctuation and formatting of direct quotations use colons according to rules governing their use understand that active voice means that the subject of a verb <i>performs</i> the action and passive voice means that the subject of a verb <i>receives</i> the action. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use direct quotations in their writing, applying MLA or APA style for punctuation and formatting know and apply the rules for the use of a colon: <ul style="list-style-type: none"> before a list of items before a long, formal statement or quotation after the salutation of a business letter distinguish between active voice and passive voice.

- 10.9 The student will critique professional and peer writing.**
- a) Analyze the writing of others.**
 - b) Describe how the author accomplishes the intended purpose of a writing.**
 - c) Suggest how writing might be improved.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will describe how writers accomplish their intended purpose. Students will analyze writings critically, using knowledge of composition, written expression, sentence formation, and usage/mechanics. They will also suggest ways that writings can be improved. 	<p>All students should</p> <ul style="list-style-type: none"> recognize and understand in what they read the specific writing domains of composing, written expression, and usage/mechanics understand how writers use organization and details to communicate their purposes. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and apply features of the writing domains, including <ul style="list-style-type: none"> effective organization clear structure sentence variety unity and coherence tone and voice effective word choice clear purpose appropriate mechanics and usage accurate and valuable information state a thesis and support it with examples state a main idea and use details to explain it use inductive organization to keep a reader in suspense evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing's purpose and structure suggest how writing might be improved.

- 10.10 The student will use writing to interpret, analyze, and evaluate ideas.
- a) Explain concepts contained in literature and other disciplines.

b) Translate concepts into simpler or more easily understood terms.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<div><ul style="list-style-type: none">Through reader response and critical analysis, students will understand their reactions to writings and respond through formal critiques, paraphrasing ideas they have read into more concise form. In addition, they will make connections between literature and other disciplines.</div>	<div>All students should<ul style="list-style-type: none">respond to literature they readunderstand the connections between literature and other disciplines.</div>	<div>To be successful with this standard, students are expected to<ul style="list-style-type: none">respond to what they read by writing summaries, interpretations, and comparisons of literary, informational, and technical textsuse paraphrasing to summarize and synthesize ideas in both literature and content-area texts.</div>

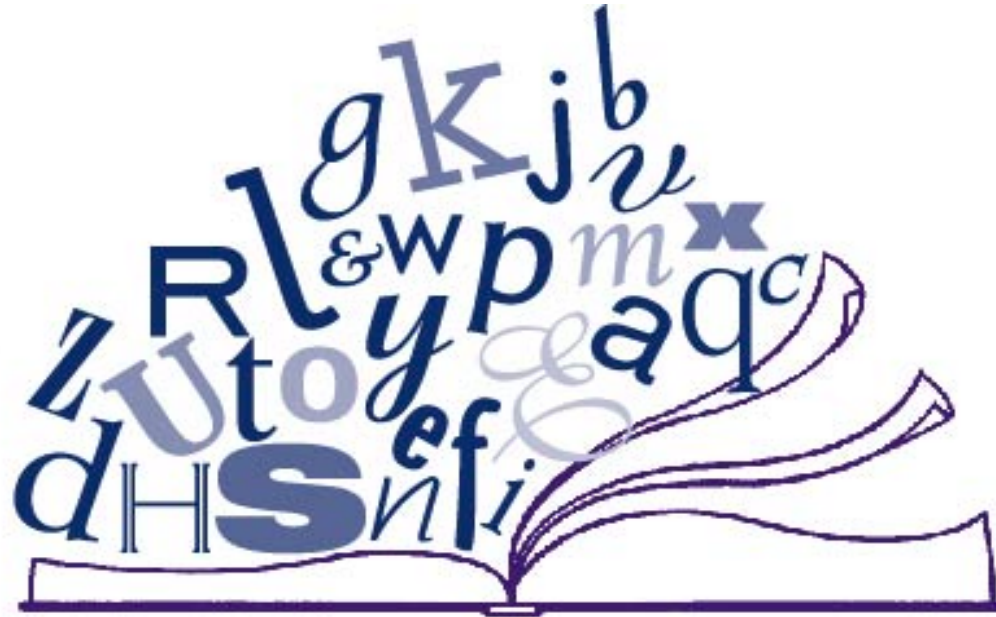
At the tenth-grade level, students will develop skills in accessing, evaluating, organizing, and presenting information in the research process. They will also credit sources for quoted and paraphrased information. Students will present writing in a format appropriate for audience and purpose.

- 10.11 The student will collect, evaluate, organize, and present information.**
- Organize information from a variety of sources.**
 - Develop the central idea or focus.**
 - Verify the accuracy and usefulness of information.**
 - Credit sources for both quoted and paraphrased ideas.**
 - Present information in an appropriate format, such as an oral presentation, written report, or visual product.**
 - Use technology to access information, organize ideas, and develop writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will utilize a variety of sources to access ideas, evaluate the information for accuracy and relevance, and organize the facts into an oral presentation, a written report, or a visual product. Students will provide documentation to support their research product. 	<p>All students should</p> <ul style="list-style-type: none"> understand the steps involved in organizing information gathered from research verify the accuracy and usefulness of information understand the use of in-text citations and works-cited pages in crediting sources of information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use technology, along with other resources, to gather information from various sources evaluate the accuracy and relevance of information organize information coherently use organizational patterns/techniques, such as <ul style="list-style-type: none"> comparison/contrast chronological order spatial layout cause-and-effect definition order of importance explanation enumeration problem/solution cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages present information in an appropriate format.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Eleven



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the eleventh-grade level, students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations. They will also critique and assess the effectiveness of persuasive presentations by others.

- 11.1 The student will make informative and persuasive presentations.**
- a) Gather and organize evidence to support a position.**
 - b) Present evidence clearly and convincingly.**
 - c) Support and defend ideas in public forums.**
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will give effective informative and persuasive presentations, using appropriate oral-communication skills. Students will use grammatically correct language in preparation and presentation of ideas and thoughts. 	<p>All students should</p> <ul style="list-style-type: none"> understand how reading, writing, and discussion can be used to generate ideas and plan presentations understand how to support and defend their ideas understand rhetorical devices and techniques identify speech appropriate for audience, topic, and situation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> define a position and select evidence to support that position through reading, writing, and discussion develop well-organized presentations to defend a position or present information apply persuasive rhetorical devices and techniques use effective evidence and oral-delivery skills to convince an audience make oral-language choices based on target audience response.

11.2 The student will analyze and evaluate informative and persuasive presentations.

a) Critique the accuracy, relevance, and organization of evidence.

b) Critique the clarity and effectiveness of delivery.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will become critical listeners by assessing the effectiveness of oral presentations. 	<p>All students should</p> <ul style="list-style-type: none"> understand effective oral-delivery techniques evaluate and critique content and delivery of oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> establish a purpose maintain appropriate eye contact address an audience with appropriate <ul style="list-style-type: none"> volume enunciation language choices poise adopt appropriate tone maintain appropriate rhythm evaluate the use of persuasive techniques, such as <ul style="list-style-type: none"> introduction (for securing interest and establishing unity) organization proof/support logic loaded language rhetorical devices, such as <ul style="list-style-type: none"> call to action elevated language rhetorical question appeals to emotion repetition figurative language conclusion <p>CONTINUED</p>

- 11.2
- The student will analyze and evaluate informative and persuasive presentations.
- a) Critique the accuracy, relevance, and organization of evidence.

b) Critique the clarity and effectiveness of delivery.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<div>To be successful with this standard, students are expected to</div> <ul style="list-style-type: none">critique the accuracy, relevance, and organization of evidencecritique the clarity and effectiveness of delivery.

At the eleventh-grade level, students will enhance their appreciation for literature by studying American literature, both classic and contemporary. They will read a variety of literary genres and informational texts to identify the prevalent themes in American literature that are reflective of American history and culture. They will continue to develop reading comprehension skills and will apply those skills in other content areas, including history and social science, science, and mathematics. In addition, students will identify the contributions of other cultures to the development of American literature.

- 11.3 The student will read and analyze relationships among American literature, history, and culture.**
- Describe contributions of different cultures to the development of American literature.**
 - Compare and contrast the development of American literature in its historical context.**
 - Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
 - Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will understand literature as it relates to the cultural and historical period in which it was written. More specifically, students will recognize how authors are influenced by the ideas and values of their times. For this reason, literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written. Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written. 	<p>All students should</p> <ul style="list-style-type: none"> understand characteristics and cultures of historical periods and literary movements associated with each century recognize and understand universal characters, themes, and motifs in American literature understand how an author's intent is achieved by the use of context and language. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written describe and contrast historical periods from which particular literary pieces derive and the cultures that they portray describe and contrast literary movements associated with each century, such as <ul style="list-style-type: none"> Colonialism/Puritanism (17th century) Revolutionary movement/Rationalism (18th century) Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century) Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century) differentiate among universal characters in American literature, such as the <ul style="list-style-type: none"> hero/heroine trickster faithful companion outsider/outcast rugged individualist innocent villain caretaker Earth mother rebel

- 11.3 The student will read and analyze relationships among American literature, history, and culture.**
- a) Describe contributions of different cultures to the development of American literature.**
 - b) Compare and contrast the development of American literature in its historical context.**
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
 - d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • differentiate among universal characters in American literature, such as the <ul style="list-style-type: none"> ◦ misfit ◦ lonely orphan looking for a home • identify major themes in American literature, such as <ul style="list-style-type: none"> ◦ the American Dream ◦ loss of innocence ◦ coming of age ◦ relationship with nature ◦ relationship with society ◦ relationship with science ◦ alienation and isolation ◦ survival of the fittest ◦ disillusionment ◦ rebellion and protest • describe the language choices and devices that authors use, such as <ul style="list-style-type: none"> ◦ rhetorical question ◦ sarcasm ◦ satire ◦ parallelism ◦ connotation/denotation ◦ pun ◦ irony <p>CONTINUED</p>

- 11.3
- The student will read and analyze relationships among American literature, history, and culture.
- a) Describe contributions of different cultures to the development of American literature.

b) Compare and contrast the development of American literature in its historical context.

c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.

d) Describe how use of context and language structures conveys an author’s intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<div>To be successful with this standard, students are expected to</div> <ul style="list-style-type: none">describe the language choices and devices that authors use, such as<ul style="list-style-type: none">literal and figurative languagetoneword choice (diction)dialectdescribe how the use of context and language structures conveys an author’s intent and viewpoint.

- 11.4 The student will read and analyze a variety of informational materials.**
- a) Use information from texts to clarify or refine understanding of academic concepts.**
 - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.**
 - c) Apply concepts and use vocabulary in informational and technical materials to complete a task.**
 - d) Generalize ideas from selections to make predictions about other texts.**
 - e) Analyze information from a text to draw conclusions.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will read, understand, and use a variety of informational texts. They will develop specific reading skills in order to generalize ideas, make predictions, and follow directions. They will identify and analyze the steps in their own reading process in order to broaden their critical understanding. 	<p>All students should</p> <ul style="list-style-type: none"> understand how to analyze informational material understand reading strategies and use those strategies to analyze text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> analyze and use the basic vocabulary and concepts of informational texts in all disciplines develop effective applications, essays, résumés, and employment forms through simulations and real-life opportunities analyze key vocabulary, such as jargon, technical terms, and content-specific vocabulary know the purpose of the text they are to read and their own purpose in reading it identify main ideas and supporting details use format (page design and layout) to aid in understanding of text understand how an organizational pattern enhances the meaning of a text apply their knowledge of specific genres and forms to other texts make predictions about other texts analyze information from a text to draw conclusions.

- 11.5 The student will read and critique a variety of poetry.**
- a) Analyze the poetic elements of contemporary and traditional poems.**
 - b) Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.**
 - c) Compare and contrast the works of contemporary and past American poets.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will read, analyze, critique, and compare a variety of contemporary and traditional poetry. A list of poetic elements and techniques is included in the “Essential Knowledge, Skills, and Processes” column for English SOL 10.5 	<p>All students should</p> <ul style="list-style-type: none"> understand that classic poetry is poetry that has withstood the test of time, is written by recognized poets, and uses traditional elements. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and understand the elements of classic poetry: <ul style="list-style-type: none"> elevated language/style figurative language rhyme strong regularity in metrical patterns identify and discuss the elements and techniques that poets use to achieve a desired result, such as <ul style="list-style-type: none"> imagery precise word choice sound devices metrical patterns metaphorical/figurative language use poetic elements to explain, analyze, and evaluate poetry compare and contrast the subject matter, theme, form, language, and purpose of works of classic poets with those of contemporary poets read works by significant and representative poets from each literary movement associated with each century, such as <ul style="list-style-type: none"> Colonialism/Puritanism (17th century) Revolutionary movement/Rationalism (18th century) Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century) Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century) Contemporary poetry (21st century).

- 11.6 The student will read and critique a variety of dramatic selections.**
- a) Describe the dramatic conventions or devices used by playwrights to present ideas.**
 - b) Compare and evaluate adaptations and interpretations of a script for stage, film, or television.**
 - c) Explain the use of verbal, situational, and dramatic irony.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will read and critique a variety of dramatic selections. Students will identify and explain specific dramatic conventions or devices used by playwrights to present ideas. Lists of staging components and scripting components are included in the “Essential Knowledge, Skills, and Processes” column for English SOL 9.5. 	<p>All students should</p> <ul style="list-style-type: none"> understand dramatic conventions and devices used by playwrights to present ideas understand verbal, situational, and dramatic irony. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify and describe dramatic conventions, such as <ul style="list-style-type: none"> stage directions soliloquy monologue aside irony <ul style="list-style-type: none"> verbal situational dramatic compare and evaluate adaptations and interpretations of a script for stage, film, or television.

At the eleventh-grade level, students will write in a variety of forms with an emphasis on persuasive essays and professional correspondence. Students will use their knowledge of genres, formats, purposes, audiences, and situations to produce clear and effective products that reflect use of all stages of a writing process.

- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.**
- a) Generate, gather, plan, and organize ideas for writing.**
 - b) Develop a focus for writing.**
 - c) Evaluate and cite applicable information.**
 - d) Organize ideas in a logical manner.**
 - e) Elaborate ideas clearly and accurately.**
 - f) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
 - g) Revise writing for accuracy and depth of information.**
 - h) Proofread final copy and prepare document for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will use a process for writing to communicate clearly and persuasively. Students will support a position by selecting valid information and amplifying their text logically. Students will collect, organize, and evaluate information to produce a documented research product. 	<p>All students should</p> <ul style="list-style-type: none"> understand a writing process locate and select appropriate information that clearly supports a definite purpose and position understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> plan and organize ideas for writing develop a clear focus for writing understand a variety of organizational patterns elaborate ideas clearly and accurately use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation revise writing for accuracy and depth of information use MLA (Modern Language Association) or APA (American Psychological Association) style for documentation.

- 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.**
 - b) Use verbals and verbal phrases to achieve sentence conciseness and variety.**
 - c) Adjust sentence and paragraph structures for a variety of purposes and audiences.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will use a style manual, such as MLA or APA, in producing research projects. Students will understand and apply rules for the use of verbals and verbal phrases. 	<p>All students should</p> <ul style="list-style-type: none"> understand and apply the rules of the MLA, APA, or other style manual in producing research projects understand verbals and verbal phrases and use them appropriately in writing use grammatical conventions to adjust sentence and paragraph structures for a variety of purposes and audiences. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply MLA or APA style for producing research projects. apply rules for the following verbals: <ul style="list-style-type: none"> gerund infinitive participle apply rules for the following verbal phrases: <ul style="list-style-type: none"> gerund phrase infinitive phrase participial phrase absolute phrase.

- 11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.**
- Apply a variety of planning strategies to generate and organize ideas.**
 - Organize information to support purpose and form of writing.**
 - Present information in a logical manner.**
 - Revise writing for clarity.**
 - Use technology to access information, organize ideas, and develop writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will write clear and accurate personal, professional, and informational correspondence. They will use a writing process to develop real-world, practical products. 	<p>All students should</p> <ul style="list-style-type: none"> understand a writing process understand a variety of organizational patterns understand revision strategies understand how to adapt models of professional and personal correspondence for their own purposes understand how technology can be used to access, develop, and modify documents. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply a variety of planning strategies to generate and organize ideas present information in a logical manner revise writing for style and language understand and use models of professional, personal, and informational correspondence and other writings, such as <ul style="list-style-type: none"> business letters, including <ul style="list-style-type: none"> letters of recommendation cover letters for résumés personal letters memos proposals résumés use technology to access, develop, and modify documents for professional and informational purposes.

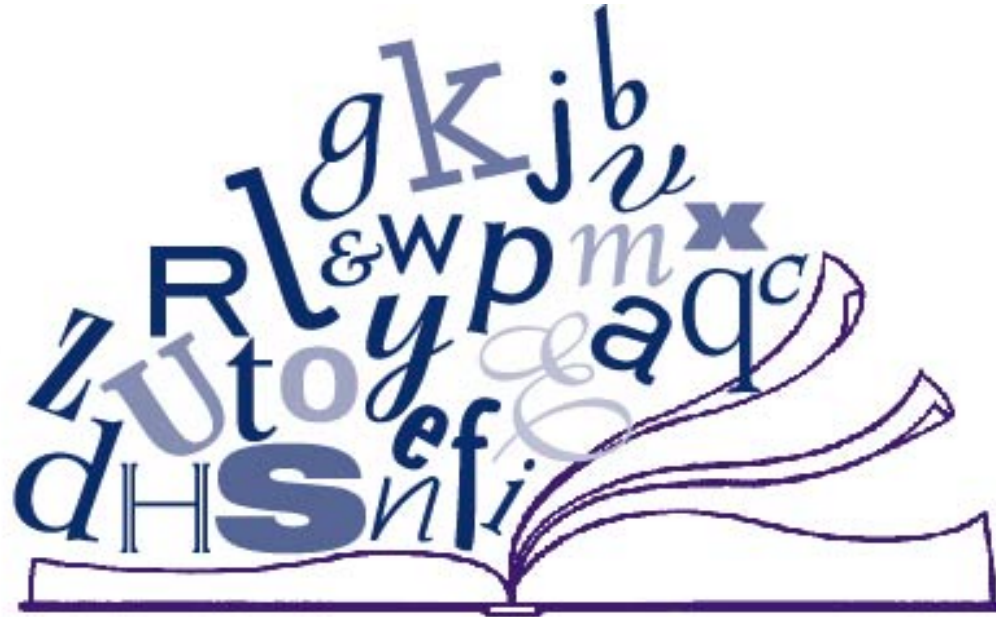
At the eleventh-grade level, students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources. Each student will present a research product that is clearly written and accurately documented.

- 11.10 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.**
- Narrow a topic.**
 - Develop a plan for research.**
 - Collect information to support a thesis.**
 - Evaluate quality and accuracy of information.**
 - Synthesize information in a logical sequence.**
 - Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
 - Edit writing for clarity of content and effect.**
 - Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.**
 - Proofread final copy and prepare document for publication or submission.**
 - Use technology to access information, organize ideas, and develop writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will compose a documented research product that is based on valid resources and procedures. Students will evaluate the quality and accuracy of information to ensure that it is up-to-date, factual, and reliable. 	<p>All students should</p> <ul style="list-style-type: none"> understand how to evaluate sources of information to determine reliability understand how to develop a plan and collect information understand how to use technology to access, organize, and develop writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify a topic for research through a variety of strategies, such as mapping, listing, brainstorming, and webbing preview resource materials to aid in selection of a suitable topic develop a plan to locate and collect relevant information about the chosen topic synthesize information in a logical sequence document sources, using MLA or APA style edit materials to ensure correct grammar, spelling, punctuation, and capitalization, and for clarity of content and effect utilize technology to conduct research, organize information, and develop writing.

ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Twelve



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the twelfth-grade level, students will use organizational skills, audience awareness, appropriate vocabulary and grammar, and verbal and nonverbal presentation skills to plan and deliver an effective 5 to 10 minute formal oral presentation.

- 12.1 The student will make a 5 to 10 minute formal oral presentation.**
- Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.**
 - Use a well-structured narrative or logical argument.**
 - Use details, illustrations, statistics, comparisons, and analogies to support purposes.**
 - Use visual aids or technology to support presentation.**
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will develop skills in preparing and delivering formal oral presentations. To this end, they will develop skills in identifying a purpose, researching topics, developing content, and delivering presentations. 	<p>All students should</p> <ul style="list-style-type: none"> recognize that the major purposes of speeches include exposition, persuasion, inspiration, entertainment, or recognition of special occasions (e.g., acceptance, welcome, or thank-you speeches) understand that semantics involves words and word order specifically chosen for the meaning intended recognize rhetoric as the art of persuasion, especially using devices such as repetition, parallelism, and rhetorical question. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> organize and develop a speech, using an order such as <ul style="list-style-type: none"> selection of a topic related to audience and situation determination of purpose research development of an outline, including introduction, body, and conclusion practice presentation develop content through inclusion of <ul style="list-style-type: none"> a combination of facts and/or statistics examples illustrations anecdotes and narratives reference to experts quotations analogies and comparisons logical argumentation of their reasoning <p>CONTINUED</p>

- 12.1 The student will make a 5 to 10 minute formal oral presentation.**
- a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.**
 - b) Use a well-structured narrative or logical argument.**
 - c) Use details, illustrations, statistics, comparisons, and analogies to support purposes.**
 - d) Use visual aids or technology to support presentation.**
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use effective delivery created through a combination of<ul style="list-style-type: none">◦ clear purpose◦ organization and development of content◦ semantics◦ rhetoric◦ visual aids◦ voice modulation and strength◦ gestures, stance, and eye contact◦ sufficient practice of delivery• use appropriate and effective visual aids and/or technology to support presentations• use grammatically correct language and appropriate vocabulary.

- 12.2 The student will evaluate formal presentations.**
- a) Critique relationships among purpose, audience, and content of presentations.**
 - b) Critique effectiveness of presentations.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none">Students will learn to evaluate the effectiveness of speeches and to develop critiques of presentations.	<p>All students should</p> <ul style="list-style-type: none">understand the components of effective presentations.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">evaluate a formal presentation by analyzing and critiquing the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and deliveryanalyze and critique the relationships among purpose, audience, and content of a presentation.

At the twelfth-grade level, students will analyze British literature and literature of other cultures with emphasis on the many classic works that may be studied. In addition, students will read informational and technical texts and continue to develop their own reading-process skills. Students will apply these reading skills in other content areas, including history and social science, science, and mathematics.

12.3 The student will read and analyze the development of British literature and literature of other cultures.

- a) Recognize major literary forms and their elements.**
- b) Recognize the characteristics of major chronological eras.**
- c) Relate literary works and authors to major themes and issues of their eras.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will understand how British literature has influenced and has been influenced by the literature of other cultures. Students will trace and examine the development of British literature and the literature of other cultures by focusing on the recognition of characteristics of chronological periods and literary techniques. Students will relate literary works and their authors to major themes and issues. 	<p>All students should</p> <ul style="list-style-type: none"> recognize literary forms employed in major literary eras recognize the literary characteristics of the major chronological eras. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify literary forms, such as <ul style="list-style-type: none"> epic tragedy comedy sonnet and other poetic forms essay journal/diary satire identify the literary characteristics of specific eras, such as <ul style="list-style-type: none"> Anglo-Saxon/Medieval period Tudor/Renaissance period Neoclassical period Restoration Age Romantic and Victorian periods Modern and Postmodern periods recognize major themes and issues related to <ul style="list-style-type: none"> religious diversity political struggles ethnic and cultural mores and traditions individual rights, gender equity, and civil rights.

12.4 The student will read and analyze a variety of informational materials, including electronic resources.

- a) Identify formats common to new publications and information resources.**
- b) Recognize and apply specialized informational vocabulary.**
- c) Evaluate a product based on analysis of the accompanying warranty and instruction manual.**
- d) Evaluate the quality of informational and technical materials.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will develop skill in analyzing, evaluating, and applying the format (structure) and content of a variety of informational and technical texts. Such informational and technical texts include statements of fact and essential information needed for making consumer choices and other important decisions. 	<p>All students should</p> <ul style="list-style-type: none"> understand formats common to information resources and new publications. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> analyze printed and Web-based informational and technical texts, such as <ul style="list-style-type: none"> product evaluations warranties instructional manuals technical manuals contracts E-zines examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content draw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual recognize and apply specialized vocabulary.

12.5 The student will read and critique a variety of poetry.

- a) Explain how the choice of words in a poem creates tone and voice.**
- b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.**
- c) Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.**
- d) Compare and contrast traditional and contemporary works of poets from many cultures.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will understand that critical evaluation is the process of judging the merit or value of a piece of literature and that the process includes evaluating the author's effectiveness in integrating component parts to create a whole. 	<p>All students should</p> <ul style="list-style-type: none"> understand how a writer's choice of words reveals the content of a poem and the speaker's attitude regarding the content of the poem understand how the subject and mood of the poem are supported or reinforced through the use of sound structures understand how the reader's response to the poem is manipulated by imagery and figures of speech. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify sound structures, such as <ul style="list-style-type: none"> rhyme rhythm repetition alliteration assonance consonance onomatopoeia parallelism explain how the choice of words in a poem creates tone compare and contrast traditional and contemporary poetry from many cultures explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice), such as <ul style="list-style-type: none"> metaphor simile analogy symbolism personification paradox oxymoron apostrophe allusion.

- 12.6 The student will read and critique dramatic selections from a variety of authors.**
- Describe the conflict, plot, climax, and setting.**
 - Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.**
 - Identify the most effective elements of selected plays.**
 - Compare and contrast dramatic elements of plays from American, British, and other cultures.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will use critical analysis to judge the merit of a dramatic selection. Critical analysis includes determining the author's effectiveness in integrating component parts of a drama to create a whole. 	<p>All students should</p> <ul style="list-style-type: none"> understand traditional and contemporary dramatic works of authors from a variety of cultures identify and understand the most effective elements of a selected play. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> explain how dramatic conflict is created through <ul style="list-style-type: none"> exposition/initiating event rising action climax or crisis falling action resolution/denouement (conclusion/resolution) explain how a dramatist uses dialogue to reveal the theme of a drama compare and contrast the use of dialogue and staging found in a variety of plays identify the most effective elements of selected plays compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax or crisis, falling action, and resolution/denouement among plays from various cultures.

At the twelfth-grade level, students will produce informational and expository papers that are logically organized and contain clear and accurate ideas.

- 12.7 The student will develop expository and informational writings.**
- Generate, gather, and organize ideas for writing.**
 - Consider audience and purpose when planning for writing.**
 - Write analytically about literary, informational, and visual materials.**
 - Elaborate ideas clearly and accurately.**
 - Revise writing for depth of information and technique of presentation.**
 - Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.**
 - Proofread final copy and prepare document for publication or submission.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> The intent of this standard is that students will develop skill in creating expository and technical writings. Technical writing is prose that explains or clarifies information of a specialized nature for a targeted audience. 	<p>All students should</p> <ul style="list-style-type: none"> understand that format (structure) determines the sequence of a writing. (The sequence in technical writing may be determined by the format of the task, for example, filling in blanks and answering questions.) 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> plan technical writings (e.g., personal data sheet, résumé, job description, questionnaire, job application, or business communication) that address a clearly identified audience and have a clearly identified purpose generate expository writings that <ul style="list-style-type: none"> explain their ideas through a clear general statement of the writer's point (thesis) use specific evidence and illustrations provide concise and accurate information develop analytical essays that do one or more of the following: <ul style="list-style-type: none"> examine a process make a comparison propose solutions classify define show cause and effect illustrate problems evaluate develop ideas in a logical sequence elaborate on ideas for clarity and accuracy <p>CONTINUED</p>

- 12.7** The student will develop expository and informational writings.
- a)** Generate, gather, and organize ideas for writing.
 - b)** Consider audience and purpose when planning for writing.
 - c)** Write analytically about literary, informational, and visual materials.
 - d)** Elaborate ideas clearly and accurately.
 - e)** Revise writing for depth of information and technique of presentation.
 - f)** Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
 - g)** Proofread final copy and prepare document for publication or submission.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• revise writing to provide depth of information and to adhere to their presentation format• edit writings for correct use of language, spelling, punctuation, and capitalization• proofread writing before submitting the final copy.

At the twelfth-grade level, students will produce well-documented research papers, using a standard method of documentation, such as MLA or APA.

- 12.8 The student will write documented research papers.**
- Identify and understand the ethical issues of research and documentation.**
 - Evaluate the accuracy and usefulness of information.**
 - Synthesize information to support the thesis.**
 - Present information in a logical manner.**
 - Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
 - Edit copies for correct use of language, spelling, punctuation, and capitalization.**
 - Proofread final copy and prepare document for publication or submission.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will research topics and develop documented papers that support a thesis. A documented paper is the result of following a process leading to discovery of information that is then synthesized to support a focus on a particular topic through content, style, structure, and presentation. Students must avoid committing plagiarism. 	<p>All students should</p> <ul style="list-style-type: none"> understand how to gather information and analyze it to organize and begin the writing process understand the ethical issues and responsibility of documentation in research writings. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify the ethical issues of documentation in research writings collect and synthesize information, using a variety of print and electronic sources evaluate collected information by <ul style="list-style-type: none"> determining its validity, accuracy, and quality formulating a reason/focus to represent findings record and organize information into a draft by <ul style="list-style-type: none"> prioritizing information developing an outline with appropriate details summarizing and/or paraphrasing information selecting direct quotations revise and edit writing to comply with major requirements and expectations of the assignment cite sources of information, using MLA or APA style edit writing for correct use of language, capitalization, punctuation, and spelling avoid committing plagiarism.